

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

University of Kentucky

		Underprepared in math	%
Retained at native institution	First developmental or college math courses taken:		
	Took developmental course	96	67.6%
	Took at college level, placed out of dev. with inst. exam	9	6.3%
	Took at college level without taking dev. or placing out	26	18.3%
	Did not take subject, did not place out of dev. with inst. exam	11	7.7%
	Total	142	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	105	73.9%
Not retained at native institution	Did not take dev./suppl. education or place out	37	26.1%
	First developmental or college math courses taken:		
	Took developmental course	55	73.3%
	Took at college level, placed out of dev. with inst. exam	5	6.7%
	Took at college level without taking dev. or placing out	4	5.3%
	Did not take subject, did not place out of dev. with inst. exam	11	14.7%
	Total	75	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	60	80.0%
	Did not take dev./suppl. education or place out	15	20.0%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

University of Kentucky

		Underprepared in math	%
Total students underprepared in math	First developmental or college math courses taken:		
	Took developmental course	151	69.6%
	Took at college level, placed out of dev. with inst. exam	14	6.5%
	Took at college level without taking dev. or placing out	30	13.8%
	Did not take subject, did not place out of dev. with inst. exam	22	10.1%
	Total	217	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	165	76.0%
	Did not take dev./suppl. education or place out	52	24.0%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 2. Students Underprepared in English: First Developmental or College-Level English Course Taken, by Retention Status, 2004

University of Kentucky		Underprepared in English	%
Retained at native institution	First developmental or college English course taken:		
	Took at college level without taking dev. or placing out	100	98.0%
	Did not take subject, did not place out of dev. with inst. exam	2	2.0%
	Total	102	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Did not take dev./suppl. education or place out	102	100.0%
Not retained at native institution	First developmental or college English course taken:		
	Took developmental course	1	2.2%
	Took at college level without taking dev. or placing out	31	68.9%
	Did not take subject, did not place out of dev. with inst. exam	13	28.9%
	Total	45	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	1	2.2%
	Did not take dev./suppl. education or place out	44	97.8%
Total students underprepared in English	First developmental or college English course taken:		
	Took developmental course	1	0.7%
	Took at college level without taking dev. or placing out	131	89.1%
	Did not take subject, did not place out of dev. with inst. exam	15	10.2%
	Total	147	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	1	0.7%
	Did not take dev./suppl. education or place out	146	99.3%

Note: UK does not offer developmental course in English; the single student shown in this category above took a developmental course at KCTCS. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Course counts do not include students who withdrew.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

University of Kentucky		Underprepared in reading	%
Retained at native institution	First developmental reading or college social science course taken:		
	Took at college level without taking dev. or placing out	98	90.7%
	Did not take subject, did not place out of dev. with inst. exam	10	9.3%
	Total	108	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Did not take dev./suppl. education or place out	108	100.0%
Not retained at native institution	First developmental reading or college social science course taken:		
	Took at college level without taking dev. or placing out	26	72.2%
	Did not take subject, did not place out of dev. with inst. exam	10	27.8%
	Total	36	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Did not take dev./suppl. education or place out	36	100.0%
Total students underprepared in reading	First developmental reading or college social science course taken:		
	Took at college level without taking dev. or placing out	124	86.1%
	Did not take subject, did not place out of dev. with inst. exam	20	13.9%
	Total	144	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Did not take dev./suppl. education or place out	144	100.0%

Note: UK does not offer developmental courses in reading. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 7. Grade in First Developmental Math Course: Students Underprepared in Math, 2004

<i>University of Kentucky</i>		
	N	%
<i>Grade in first developmental math course</i>		
A	19	11.9%
B	21	13.2%
C	39	24.5%
D	33	20.8%
F/E	39	24.5%
Withdrew	8	5.0%
Total	159	100.0%
<i>Successful completion of first developmental math course</i>		
Did not successfully complete first course	80	50.3%
Successfully completed first course	79	49.7%

Note: Grade in first developmental math course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 8. Grade in First Developmental English Course: Students Underprepared in English, 2004

No developmental English courses are offered at the University of Kentucky.

Note: Grade in first developmental English course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 9. Grades in First Developmental Reading Course: Students Underprepared in Reading, 2004

No developmental reading courses are offered at the University of Kentucky

Note: Grade in first developmental Reading course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.
Kentucky Council on Postsecondary Education, November 3, 2006

Table 10. Students' Grades in their First College-Level Math Course by Preparation Level and Developmental Education in Math, 2004

University of Kentucky

	Grade in first college-level math course					Students taking college-level math
	A	B	C	D	F	
Prepared	25.5%	29.0%	20.6%	12.5%	12.4%	2,844
Underprepared, took dev. course or placed out	7.8%	17.6%	26.5%	21.6%	26.5%	102
Underprepared, no dev. course or placement out	13.8%	6.9%	24.1%	31.0%	24.1%	29
All students	24.7%	28.4%	20.8%	13.0%	13.0%	2,975

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 11. Students with Grades of C or Better in their First College-Level Math Course by Preparation Level and Type of Education in Math, 2004

University of Kentucky

		Students taking college-level math	Grade in first college-level math course	
			A-C	D-F
Students' preparation level				
Prepared	Total	2,844	75.1%	24.9%
	Developmental courses or placements in math:			
	Took developmental course	86	66.3%	33.7%
	Took at college level without taking dev. or placing out	2,758	75.4%	24.6%
Underprepared, took dev. course or placed out	Total	102	52.0%	48.0%
	Developmental courses or placements in math:			
	Took developmental course	88	53.4%	46.6%
	Took at college level, placed out of dev. with inst. exam	14	42.9%	57.1%
Underprepared, no dev. course or placement out	Total	29	44.8%	55.2%
	Developmental courses or placements in math:			
	Took at college level without taking dev. or placing out	29	44.8%	55.2%

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 12. Students' Grades in their First College-Level English Course by Preparation Level and Developmental Education in English, 2004

University of Kentucky						
	Grade in first college-level English course					Students taking college-level English
	A	B	C	D	F	
Prepared	29.1%	41.7%	20.7%	2.2%	6.4%	3,104
Underprepared, no dev. course or placement out	9.9%	38.9%	35.9%	0.8%	14.5%	131
All students	28.3%	41.5%	21.3%	2.1%	6.7%	3,235

Note: UK does not offer developmental courses in English. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 13. Students with Grades of C or Better in their First College-Level English Course by Preparation Level and Type of Education in English, 2004

University of Kentucky

		Students taking college-level English	Grade in first college-level English course	
			A-C	D-F
Students' preparation level				
Prepared	Total	3,104	91.5%	8.5%
	Developmental courses or placements in English:			
	Took developmental course	1	.	.
	Took at college level without taking dev. or placing out	3,103	91.5%	8.5%
Underprepared, no dev. course or placement out	Total	131	84.7%	15.3%
	Developmental courses or placements in English:			
	Took at college level without taking dev. or placing out	131	84.7%	15.3%

Note: UK does not offer developmental courses in English. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 14. Students' Grades in their First College-Level Social Science Course by Preparation Level and Developmental Education in Reading, 2004

University of Kentucky						
	Grade in first college-level social science course					Students taking college-level social science
	A	B	C	D	F	
Prepared	31.0%	36.4%	21.7%	6.1%	4.7%	3,042
Underprepared, no dev. course or placement out	8.9%	28.2%	33.9%	19.4%	9.7%	124
All students	30.2%	36.0%	22.2%	6.7%	4.9%	3,166

Note: UK does not offer developmental courses in reading. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 15. Students with Grades of C or Better in their First College-Level Social Science Course by Preparation Level and Type of Education in Reading, 2004

University of Kentucky

		Students taking college-level social science	Grade in first college-level social science course	
			A-C	D-F
Students' preparation level				
Prepared	Total	3,042	89.1%	10.9%
	Developmental courses or placements in reading:			
	Took at college level without taking dev. or placing out	3,042	89.1%	10.9%
Underprepared, no dev. course or placement out	Total	124	71.0%	29.0%
	Developmental courses or placements in reading:			
	Took at college level without taking dev. or placing out	124	71.0%	29.0%

Note: UK does not offer developmental courses in reading. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 16. Students' Retention to the Second Year by Math Preparation Level and Type of Math Education, 2004

University of Kentucky

		Institutional retention			System retention	
		Retained at native institution	Not retained at native institution		Retained at any KY PSE institution	Not retained in KY PSE system
Students' preparation level						
Prepared	Total	3,725	79.3%	20.7%	87.8%	12.2%
	Developmental courses or placements in math:					
	Took developmental course	97	70.1%	29.9%	84.5%	15.5%
	Took at college level without taking dev. or placing out	2,772	80.8%	19.2%	88.7%	11.3%
	Did not take subject, did not place out of dev. with inst. exam	856	75.5%	24.5%	85.3%	14.7%
Underprepared, took dev. course or placed out	Total	161	63.4%	36.6%	78.9%	21.1%
	Developmental courses or placements in math:					
	Took developmental course	147	63.3%	36.7%	79.6%	20.4%
	Took at college level, placed out of dev. with inst. exam	14	64.3%	35.7%	71.4%	28.6%
Underprepared, no dev. course or placement out	Total	52	71.2%	28.8%	88.5%	11.5%
	Developmental courses or placements in math:					
	Took at college level without taking dev. or placing out	30	86.7%	13.3%	100.0%	.
	Did not take subject, did not place out of dev. with inst. exam	22	50.0%	50.0%	72.7%	27.3%

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 17. Students' Retention to the Second Year by English Preparation Level and Type of English Education, 2004

University of Kentucky

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	3,804	78.9%	21.1%	87.7%	12.3%
	Developmental courses or placements in English:					
	Took at college level without taking dev. or placing out	3,105	83.0%	17.0%	89.9%	10.1%
	Did not take subject, did not place out of dev. with inst. exam	699	60.9%	39.1%	78.3%	21.7%
Underprepared, no dev. course or placement out	Total	146	69.9%	30.1%	79.5%	20.5%
	Developmental courses or placements in English:					
	Took at college level without taking dev. or placing out	131	76.3%	23.7%	84.7%	15.3%
	Did not take subject, did not place out of dev. with inst. exam	15	13.3%	86.7%	33.3%	66.7%

Note: UK does not offer developmental courses in English. Only coursework taken during the first year is included in this table. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 18. Students' Retention to the Second Year by Reading Preparation Level and Type of Education in Reading, 2004

University of Kentucky

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	3,463	78.8%	21.2%	88.2%	11.8%
	Developmental courses or placements in reading:					
	Took at college level without taking dev. or placing out	3,045	82.8%	17.2%	90.5%	9.5%
	Did not take subject, did not place out of dev. with inst. exam	418	50.0%	50.0%	71.3%	28.7%
Underprepared, no dev. course or placement out	Total	144	75.0%	25.0%	84.7%	15.3%
	Developmental courses or placements in reading:					
	Took at college level without taking dev. or placing out	124	79.0%	21.0%	87.1%	12.9%
	Did not take subject, did not place out of dev. with inst. exam	20	50.0%	50.0%	70.0%	30.0%

Note: UK does not offer developmental courses in reading. Only coursework taken during the first year is included in this table. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006

Table 19. Students' Grade Point Average (GPA) at End of First Year by Math Preparation Level and Type of Education in Math, 2004

University of Kentucky

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	3,725	2.76
	Developmental courses or placements in math:		
	Took developmental course	97	2.29
	Took at college level without taking dev. or placing out	2,772	2.78
	Did not take subject, did not place out of dev. with inst. exam	856	2.72
Underprepared, took dev. course or placed out	Total	161	2.19
	Developmental courses or placements in math:		
	Took developmental course	147	2.18
	Took at college level, placed out of dev. with inst. exam	14	2.32
Underprepared, no dev. course or placement out	Total	52	2.12
	Developmental courses or placements in math:		
	Took at college level without taking dev. or placing out	30	2.21
	Did not take subject, did not place out of dev. with inst. exam	22	1.98

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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Table 20. Students' Grade Point Average (GPA) at End of First Year by English Preparation Level and Type of Education in English, 2004

University of Kentucky

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	3,804	2.75
	Developmental courses or placements in English:		
	Took at college level without taking dev. or placing out	3,105	2.78
	Did not take subject, did not place out of dev. with inst. exam	699	2.63
Underprepared, no dev. course or placement out	Total	146	2.06
	Developmental courses or placements in English:		
	Took at college level without taking dev. or placing out	131	2.22
	Did not take subject, did not place out of dev. with inst. exam	15	0.43

Note: UK does not offer developmental courses in English. Only coursework taken during the first year is included in this table.
Missing data may cause totals to differ across tables.

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Table 21. Students' Grade Point Average (GPA) at End of First Year by Reading Preparation Level and Type of Education in Reading, 2004

University of Kentucky

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	3,463	2.74
	Developmental courses or placements in reading:		
	Took at college level without taking dev. or placing out	3,045	2.81
	Did not take subject, did not place out of dev. with inst. exam	418	2.23
Underprepared, no dev. course or placement out	Total	144	2.34
	Developmental courses or placements in reading:		
	Took at college level without taking dev. or placing out	124	2.42
	Did not take subject, did not place out of dev. with inst. exam	20	1.84

Note: UK does not offer developmental courses in reading. Only coursework taken during the first year is included in this table. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Missing data may cause totals to differ across tables.

Kentucky Council on Postsecondary Education, November 3, 2006